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USING THE "TOP 20 PRINCIPLES FROM PSYCHOLOGY FOR PREK-12 TEACHING AND LEARNING" IN PSYCHOLOGY CLASS

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Teachers are exposed to a constant barrage of methodologies that promise to improve both instructional strategies and student learning through institute days, team meetings, seminars and the media. While some of this information is helpful, some of the suggestions have little or no empirical data to support their effectiveness. The Coalition for Psychology in Schools and Education (CPSE), a group of psychologists and psychology teachers within the American Psychological Association (APA), recently announced the publication of the "Top 20 Principles From Psychology for PreK-12 Teaching and Learning." The "Top 20" document was created by psychologists representing a wide range of specialties, including those focused

on education, school, developmental, social, cognitive, psychometrics, media, counseling and clinical psychology. Each of the contributors has some expertise in the application of psychological science to early childhood, elementary, secondary, gifted or special education; social/emotional learning; or school climate.

The principles are organized into five areas of psychological functioning: cognition and learning, motivation, social and emotional dimensions, context and learning and assessment. Each of the individual principles listed in the document includes an explanation of the concept, its relevance for instruction, specific tips for teachers and a comprehensive list of related

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references. Although the top 20 principles are designed to apply psychological science broadly to preK–12 teaching, they can also be utilized specifically to enhance the curriculum of introduction to psychology courses and help students develop skills that will help them learn more effectively in all of their classes. Below is a review of the principles and potential applications for their use in teaching high school psychology.

COGNITION AND LEARNING: HOW DO STUDENTS THINK AND LEARN?

A great deal of research from cognitive and educational psychology has discovered how thinking and learning can be improved in the classroom. The first eight principles highlight some of the most important findings on teacher practices that impact student growth.

1. GROWTH MINDSET

Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

Research shows that learners who hold the growth mindset that intelligence is malleable, and success is related to effort level are more likely to remain focused on goals and persist despite setbacks. A great way to start off the year in a psychology class is with a discussion of growth versus fixed mindsets because it helps students understand how their beliefs about intelligence can influence their own academic success. For more information about fixed and growth mindsets and how they impact student performance, see the [TED talk by psychologist Carol Dweck](#). A [TED talk by Angela Lee Duckworth](#) discusses how student learning can be examined in the context of motivation and illustrates how the personality trait of grit, which is correlated with success, can be developed through teaching of a growth mindset. In addition to the numerous specific ideas in the Top 20 document for how instructors can encourage students to develop a growth mindset, there is also an [APA online module on praise](#) that offers excellent examples of how instructors can best frame communication with students to foster a growth mindset.

2. PRIOR KNOWLEDGE

What students already know affects their learning.

Research shows that prior knowledge influences both conceptual growth and conceptual change in students. With conceptual growth, students add to their existing knowledge, and with conceptual change, students correct misconceptions or errors in existing knowledge. Facilitating conceptual growth or change requires first obtaining a baseline level of student knowledge prior to the start of each unit through formative assessment. One way to assess prior knowledge involves starting the unit with a short list of five to ten true/false statements and having a class discussion about the results. The results of this discussion can guide the selection of assignments and activities that will be appropriate

for facilitating either conceptual growth or conceptual change. Prior knowledge can be used to help students incorporate background knowledge and draw connections between units during the course.

3. LIMITS OF STAGE THEORIES

Students' cognitive development and learning are not limited by general stages of development.

Research indicates that cognitive development and learning are not limited by general stages of development. It is important for instructors teaching Piaget's cognitive stage theory to also reference the limitations of this approach. Psychology curricula should highlight the significance of Lev Vygotsky's theory of zone of proximal development and the critical role that interactions with those who are more capable can have on learning and growth. Instructors can use this research to facilitate learning by designing instruction that utilizes scaffolding, differentiation and mixed ability grouping. It is also critical that the most advanced students have the opportunity to work with others who will challenge them, including other students or the instructor.

4. FACILITATING CONTEXT

Learning is based on context, so generalizing learning to new contexts is not spontaneous, but rather needs to be facilitated.

Student growth and deeper learning are developed when instructors help students transfer learning from one context to another. Students will also be better able to generalize learning to new contexts if instructors invest time in focusing on deeper learning. One method of developing this skill is to have students use their understanding of a particular unit to generate potential solutions for real-world problems. TOPSS offers an excellent example of this type of assignment with the [problem-focused unit on childhood obesity](#).

5. PRACTICE

Acquiring long-term knowledge and skill is largely dependent on practice.

This principle details empirically based strategies that will help students more effectively encode learned materials into long-term memory. In addition to those in the memory unit, examples from this principle can help inform instruction throughout the course. By issuing formative assessment frequently through practice problems, activities and sample tests, instructors can help students increase their knowledge, skills and confidence. Additionally, instructors conducting practice activities at spaced intervals (distributed practice) will help students achieve greater increases in long-term retrieval ability. Practice tests should include open-ended questions that require both the retrieval of existing knowledge and the challenge of applying that information to new situations

or contexts, thus also incorporating principle four. See also the [APA teaching module on practice for knowledge acquisition](#).

6. FEEDBACK

Clear, explanatory, and timely feedback to students is important for learning.

This principle highlights the importance of instructor responses and indicates the best manner in which to deliver feedback to students in order to maintain or increase motivation to learn. Providing students with clear, explanatory and timely feedback is important for learning. The CPSE publication titled “Using Classroom Data to Give Systematic Feedback to Students to Improve Learning” provides additional information about feedback methods including five key strategies.

7. SELF-REGULATION

Students’ self-regulation assists in learning and self-regulatory skills can be taught.

Self-regulation skills, including attention, organization, self-control, planning and memory strategies, improve learning and engagement and can be taught through direct instruction, modeling and classroom organization. Teachers can model organizational methods and assist students by highlighting learning targets at the start and conclusion of lessons, using classroom calendars, highlighting difficult concepts that will require more practice, breaking large projects into manageable components, using well-designed rubrics and allowing sufficient processing time through questioning, summarizing and practice. Psychology students can apply this research to their own study habits, such as learning to practice self-control by limiting the distractions presented by cell phones and social media. Students can also be encouraged to design experiments related to the limits of attention and discuss the practical implications of their results.

8. CREATIVITY

Student creativity can be fostered.

Creativity is considered a critical skill for the technology driven world of the 21st century and because it is not a stable trait, it can be taught, nurtured and increased. This principle describes specific methods of structuring assignments to increase creativity and ideas for how to model creative problem solving. Creativity in the psychology classroom can include opportunities for student-designed research projects, video projects, demonstrations and model building. The TOPSS unit lesson plans include a variety of ideas for creatively engaging students.

MOTIVATION: WHAT MOTIVATES STUDENTS?

Students who are motivated and interested in learning are more successful. CPSE has outlined the most important ways to help increase student motivation and engagement.

9. INTRINSIC MOTIVATION

Students tend to enjoy learning and to do better when they are more intrinsically rather than extrinsically motivated to achieve.

This principle is directed at how instructors can increase intrinsic motivation through classroom practices and activities that support the fundamental need of students to feel autonomous. It is important to note that not everything of importance is intrinsically motivating to all students and that there is a place for extrinsic motivation in education. During the unit on motivation, when intrinsic and extrinsic motivations are typically discussed, students can examine their personal motivations and how they influence their success. Lastly, students can examine the research related to the overjustification effect, also discussed in this principle.

For more information about motivation and the over-justification effect and how they impact student performance, see the [TED talk by psychologist Dan Pink](#).

10. MASTERY GOALS

Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

Students who form mastery goals are focused on attaining new skills or increasing existing ability, but students who develop performance goals typically are focused simply on showing adequate ability. When students set performance goals, they have a tendency to avoid tasks that might expose weaknesses and end up missing opportunities that would foster the development of new skills. Those with mastery goals are more likely to be motivated to learn new skills and achieve higher levels of competence. Principle 10 provides specific methods for organizing instruction that can be used to help students choose mastery over performance goals, although under certain circumstances such as competitions, performance goals may be more appropriate.

11. TEACHER EXPECTATIONS

Teachers’ expectations about their students affect students’ opportunities to learn, their motivation and their learning outcomes.

The beliefs that teachers have about their students affect students’ opportunities to learn, their motivation and their learning outcomes. Psychological research has uncovered ways for teachers to communicate high expectations for all students and avoid creating negative self-fulfilling prophecies. When discussing self-fulfilling prophecies and the Rosenthal and Jacobson study during the social psychology unit, Principle 11 can be used by teachers to show students how they can prevent negative self-fulfilling prophecies.

12. GOAL SETTING

Setting goals that are short term (proximal), specific and moderately challenging enhances motivation more than establishing goals that are long term (distal), general and overly challenging.

This principle explains how students can use short-term (proximal), specific and moderately challenging goals to increase self-efficacy and build toward larger goals. Students should maintain a record of progress toward their goals that is monitored by both the student and the instructor. After students experience success with moderately challenging proximal goals, they will be more likely to become intermediate risk takers, which is one of the most significant attributes present in achievement-oriented individuals. As a result, they will be capable of achieving larger distal goals. Tips based on this principle can easily be used to create engaging class assignments for the motivation unit in the introduction to psychology curriculum.

SOCIAL AND EMOTIONAL DIMENSIONS: WHY ARE SOCIAL CONTEXT, INTERPERSONAL RELATIONSHIPS AND EMOTIONAL WELL-BEING IMPORTANT TO STUDENT LEARNING?

These principles reflect the importance of relationships, culture, community and well-being on learning. They focus on how instructors can help students by fostering healthy relationships with them and an interest in their lives outside the classroom.

13. SOCIAL CONTEXTS

Learning is situated within multiple social contexts.

Principle 13 emphasizes how the various communities students belong to (e.g. families, peer groups, schools, neighborhoods) and their culture (e.g. shared language, beliefs, values and behavioral norms) influence learning. This principle is related specifically to many concepts from social psychology (e.g., norms, attribution theory, individualistic vs. collectivist cultures) and provides suggestions for incorporating culture into every unit to increase student engagement and build stronger relationships. Introductory psychology classes can incorporate opportunities for students to engage with the larger community through service-learning projects, guest speakers and psychology clubs. TOPSS has developed a teaching module that includes background information and activities for expanding student understanding regarding culture and social contexts titled “[An Introduction to Cross-Cultural Psychology](#),” which can be accessed on the TOPSS website.

14. INTERPERSONAL RELATIONSHIPS

Interpersonal relationships and communication are critical to both the teaching-learning process and the social development of students.

This principle provides detailed and specific guidelines for improving both teacher-student and student-peer relationships in the classroom. See also the [APA teaching module on improving students’ relationships with teachers](#) for essential supports for learning based on this principle.

15. WELL-BEING

Emotional well-being influences educational performance, learning, and development.

Various components of emotional well-being can be included across many psychology units, such as self-concept and self-esteem (social psychology), self-efficacy and locus of control (motivation and personality) and happiness and coping skills (emotion and stress). TOPSS has developed a teaching module that includes background information and activities related to [positive psychology and the science of improving emotional well-being](#), which can be accessed on the TOPSS website.

CONTEXT AND LEARNING: HOW CAN THE CLASSROOM BEST BE MANAGED?

The two principles related to classroom management emphasize how to develop a classroom climate that enhances learning.

16. CLASSROOM CONDUCT

Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.

Numerous research-based ideas are presented for both correcting inappropriate student behaviors and for establishing appropriate replacement behaviors at both the classroom and school-wide levels. See also the [APA teaching module on classroom management](#) and the [APA video modules on classroom management](#).

17. EXPECTATIONS AND SUPPORT

Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships and (c) providing a high level of student support.

This principle highlights practical techniques to create a culture of high academic achievement and positive classroom behavior at both the classroom and school levels. The Top 20 document references information about [restorative practices](#) and [social and emotional learning](#) that includes a variety of specific and practical strategies for building teacher-student relationships.

ASSESSMENT: HOW IS STUDENT PROGRESS ASSESSED?

The three principles devoted to the process of student evaluation discuss methods for creating and implementing valid and fair assessments that contribute to student learning.

18. FORMATIVE AND SUMMATIVE ASSESSMENT

Formative and summative assessments are both important and useful, but they require different approaches and interpretations.

Formative assessments are typically used as a part of everyday practice and are given either prior to or during instruction. Such tools are designed to collect evidence regarding the progress of student learning in order to provide effective guidance. Summative assessments, on the other hand, result in an overall evaluation of student learning or program effectiveness and are typically utilized at the end of a unit or course, thus having more limited impact on current instruction. Frequent use of formative assessment accompanied by immediate and specific instruction helps students achieve learning goals and assume a greater responsibility of their own learning process. The analysis of data collected through formative assessment allows the instructor to differentiate instruction and provide appropriate individualized support. See also the [APA teaching module on formative assessment](#).

19. ASSESSMENT DEVELOPMENT

Student skill, knowledge, and ability are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

Formative and summative assessments need to be evaluated for both reliability and validity. The Top 20 document provides instructors with four essential questions that can be used to evaluate the overall validity of a particular assessment for measuring student learning and tips for measuring reliability. Instructors can improve the reliability and validity of formative and summative assessments by aligning them to learning targets, utilizing item analysis, discussing the results with other educators and monitoring outcomes for discrepancies across groups or subgroups of students. During the unit on intelligence and individual differences, it can be helpful to demonstrate to students how the exams they are taking can be evaluated for content validity by illustrating how the assessments are aligned with learning targets or the [National Standards for High School Psychology Curricula](#).

20. ASSESSMENT EVALUATION

Making sense of assessment data depends on clear, appropriate, and fair interpretation.

Effective teaching requires that instructors be able to accurately interpret test results and clearly communicate the results to students and parents. Students can use what they learn about testing and statistics to evaluate

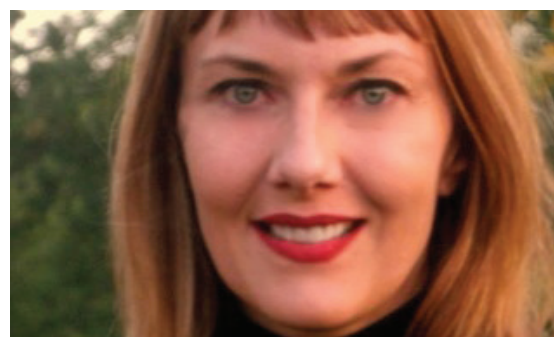
the various assessments given in class for reliability and validity. Discussions of descriptive statistics are more meaningful when students examine their own assessments.

CONCLUSION

Certainly there will be debate about the top 20 principles, and many research-based educational practices are not included in the document. Although this is not an exhaustive list of educational psychological research, it does provide an important starting point for improving teaching and learning outcomes. The top 20 principles were vetted over many years based on major documents related to the science of teaching and learning, and the purpose of the project was not to provide a totally comprehensive list, but a prioritized one. These principles are helpful for the instructor but can also be incorporated into the psychology curriculum as examples of how applied psychology can be used to solve real-world problems. At the same time, these principles will help students develop skills to learn more effectively in all of their classes.


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A person with brown hair, seen from the back, wearing a large black headset with a microphone. They are wearing a red t-shirt. In the background, there is a professional video camera on a tripod and a computer monitor displaying a blue screen. The scene is dimly lit with some red and blue ambient lighting.

USING COGNITIVE PRINCIPLES TO IMPROVE TEACHER EFFECTIVENESS AND STUDENT LEARNING

STEPHEN L. CHEW, PHD
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If I had known then what I know now, I would have straightened my belt. On a hot August day back in 2011, I spent the morning standing in front of an empty classroom at Samford University recording a series of videos for students on how to study effectively. My only audience was the videographer. I had no idea if anyone would ever watch these videos; I only knew that nothing like them currently existed, and they had the potential to be helpful to both teachers and students.

My goal for the study videos was to make students better learners. When students struggle, the common assumption is that they are having trouble with the course content, and the solution is tutoring or remedial courses. I believe that replacing poor study strategies with more effective ones can play a major role in helping these students.

The videos were posted on YouTube later that month (www.samford.edu/how-to-study). Interest built steadily. I was ecstatic when the first video exceeded 1,000 views. Although aimed at college students, they were quickly adopted by high school teachers, the military and professional schools. Comments on YouTube ranged from gratitude to observations about my shirt, the color of the chalkboard behind me (it's blue) and, oh yes, my crooked belt.

The original five-video series has been successful beyond my expectations. I've received feedback about the videos from all over the world. This feedback prompted me to produce a sixth

video in that series and to create a whole new series for teachers on the cognitive basis of effective teaching. Let me first discuss the study videos.

Although the video series has been successful, I've become aware of several shortcomings. First, the number of viewers shows an exponential decline from the first through the fifth video. Many viewers clearly feel they do not have to watch all of them, although they really should to get a complete understanding. Second, the feedback from faculty and advanced students has been uniformly positive, but the feedback from freshmen, the target audience, has been much more mixed. Many students, especially those struggling academically, thought they already knew the information in the videos, when they clearly did not. They assumed they knew what the videos would say and didn't really attend to them, a result of their poor metacognition (as described in Video 1!). Some students had no patience with the abstract information. They wanted a concrete recipe to follow that would ensure a passing grade, when no such recipe exists. It was the equivalent of a student saying, "Just tell me what I need to know to pass." Some students were looking for simple tips and tweaks they could follow, and the videos were telling them to change their whole approach to studying, which would take time and effort and likely involve some false starts. Finally, I learned that many faculty were showing the first video of the series in class to their students as a sort of introduction and assigning the rest to be viewed outside of class. The first video was not designed to be an introduction to the whole series.

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To help address these shortcomings, I developed resources for use with the videos. I created a set of Think-Pair-Share items (available at <http://bit.ly/LM2kaw>) that can be used as formative assessments and discussion starters to make sure the students understand the videos. I also created a so-called exam wrapper (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010) or exam-debriefing activity to be used in conjunction with the videos (available at <http://bit.ly/LM2sXn>). An exam wrapper is an activity administered to students to complete once an exam or assignment is returned that focuses their attention on their errors and why they performed the way they did. My exam wrapper requires students to reflect on their preparation; it assesses their metacognitive awareness and then has students develop a plan based on the study videos of how to study more effectively for the next exam. Research indicates the exam wrapper can significantly improve subsequent exam scores (Chew, Berry, & Carden, 2014). Many faculty have developed their own assignments based on the videos available on the Internet.

With the success of the study videos, my next step was to try to create the same kind of videos to help teachers understand the cognitive principles of learning in order to improve teaching effectiveness.

I realized having an overview and summary for the entire series would also help both students and faculty, so I created a sixth video to serve this purpose. The video is titled, “Developing a Mindset for Successful Learning.” It summarizes the content of the whole series (plus adds some new information about feedback and motivation) into “10 Principles of Successful Learning.” The principles are:

- Principle 1: Your level of understanding is a direct result of how hard you prepare.
- Principle 2: There are effective and ineffective ways to prepare.
- Principle 3: You have to master the basics before moving on to more complex skills.
- Principle 4: Overconfidence should be avoided at all costs.
- Principle 5: Effective preparation requires your total focus; no distractions.
- Principle 6: Successful learning requires planning ahead.
- Principle 7: Feedback helps you get better.
- Principle 8: Recognize and take advantage of prime learning opportunities.
- Principle 9: Improvement involves dealing with challenges, difficulty and uncertainty.

Principle 10: Find the pleasure or value in what you are studying in order to do your best.

This video can serve as an introduction for students before they watch the original five videos. Faculty can show it in class to introduce the video series. Condensing the content into 10 concrete principles will make the information more memorable to students. Finally, the video can also be used as a refresher for students who have not seen the videos for a while. All six videos and the learning resources can be accessed at www.samford.edu/how-to-study.

With the success of the study videos, my next step was to try to create the same kind of videos to help teachers understand the cognitive principles of learning in order to improve teaching effectiveness. Pedagogical research tends to focus on one aspect of the whole teaching context, such as mindset (e.g. Dweck, 2002) or long-term learning (e.g. Brown, Roediger, & McDaniel, 2014). There is no overarching framework to tie all the research together (though the resource discussed in the lead article of this issue nicely connects psychological principles to preK–12 education). Teachers need a research-based theory of the cognitive principles of learning to guide the development, implementation and adaptation of their pedagogy. Cognitive research has identified at least nine factors teachers must manage in order to teach effectively (Chew, 2014). They are:

1. Student mental mindset
2. Metacognition and self-regulation
3. Student fear and mistrust
4. Prior knowledge
5. Misconceptions
6. Ineffective learning strategies
7. Transfer of learning
8. Constraints of selective attention
9. Constraints of mental effort and working memory

If a teacher is unaware of one of these factors, he or she cannot identify and correct it should it occur when working with students. Like the study videos, I try to dispel misconceptions about learning that can undermine teaching effectiveness.

Furthermore, what is lost by focusing on only one aspect of the situation is the contextual nature of learning (Chew et al., 2009). Teachers have to manage a variety of factors, such as students’ prior knowledge, their learning strategies, the topic, the learning goal and the learning activities, and each factor interacts with the others. For example, deeper learning strategies, which help learning, increase cognitive load, which hurts learning. Just like studying, there is no single best way to teach all subjects to all students. Teaching is a matter of constant adaptation (Chew, et al., 2009).

I created a series of five videos that provide a comprehensive foundation in the cognitive principles of learning. The videos explain these principles in terms of “teachable moments,” the point at which learning can occur. Effective teachers know how to bring about teachable moments and exploit them

for optimal learning. The videos are available at <http://bit.ly/1LDovLp>. Here is a list of the new videos in the series.

Video Series: The Cognitive Principles of Effective Teaching

Video 1: Beliefs About Teaching

Video 2: The Cognitive Challenges of Teaching: Mindset, Metacognition, and Trust

Video 3: The Cognitive Challenges of Teaching: Prior Knowledge, Misconceptions, Ineffective Learning Strategies, and Transfer

Video 4: The Cognitive Challenges of Teaching: Constraints of Selective Attention, Mental Effort, and Working Memory

Video 5: Teachable Moments, Formative Assessment, and Conceptual Change

I continue to be amazed at how technology has allowed me to share my presentations with anyone, anywhere, at any time. I've tried to address gaps and misconceptions teachers and students possess that undermine student learning. Kurt Lewin famously said, "There's nothing so practical as a good theory (Lewin, 1951, p.169)." The videos on how to study and the cognitive basis of effective teaching are both testaments to that fact.

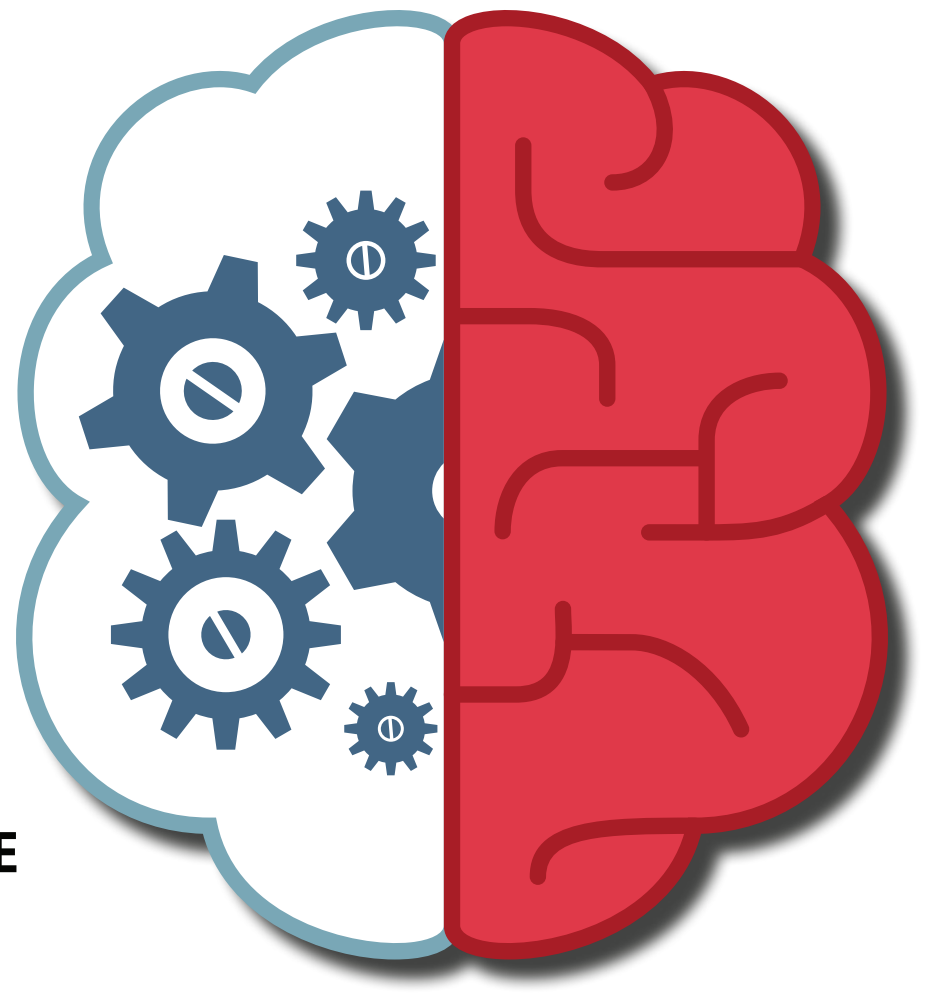
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2015 INTEL INTERNATIONAL SCIENCE AND ENGINEERING FAIR (ISEF)

The Intel International Science and Engineering Fair (ISEF) was held May 10-15, 2015, at the David L. Lawrence Convention Center in Pittsburgh, Pa. About 1,700 students from more than 75 countries, regions and territories competed at the ISEF. To participate in the Intel ISEF competition, the finalists first competed against fellow students at 422 regional Intel ISEF-affiliated science fairs around the world. Each affiliated fair selected two individual projects and one team project to travel to the Intel ISEF to compete in 17 different categories: animal sciences, behavioral and social sciences, biochemistry, cellular and molecular biology, chemistry, computer science, earth science, engineering — electrical and mechanical, engineering — materials and bioengineering, energy and transportation, environmental management, environmental science, mathematical sciences, medicine and health, microbiology, physics and astronomy, and plant sciences.

As a Special Awards Organization, APA grants seven awards to the best projects representing psychological science. During two days of intense judging, a panel of psychologists selected the top projects. The effort is funded and organized through the Education Directorate.

The following awards were given by APA. All winners received an award certificate and a one-year student affiliate membership to APA.

FIRST PLACE AWARD OF \$1,500

Sticks and Stones May Break My Bones: Middle School Students' Perceptions of Bullying
Aansh Shah, 17, Roslyn High School, Roslyn, N.Y.

SECOND PLACE AWARD OF \$1,000

Stay Tuned! Comparing the Effects of Long- and Short-Term Auditory Stimulation for Increasing the Sensitivity of a Person's Hearing

Alexandra Zoe Garth, 16, Redeemer Baptist School, North Parramatta, Australia

THIRD PLACE AWARDS OF \$500

The Effect of Multitasking on Reading Comprehension in Teens
Colter Norick, 17, Columbia Falls High School, Columbia Falls, Montana

Colin Norick, 16, Columbia Falls High School, Columbia Falls, Mont.

Game Theoretic Model of Genetic Discrimination

Margaret Caroline Steiner, 17, Academy of Science and Technology, The Woodlands, Texas

Constructing a Carcinogen Indicator Application Based on Statistical Analysis of Statewide Cancer Incidences in Relationship With Graphical Consumer Data

Sarah Asfari, 17, Al-Huda School, College Park, Md.
Yousuf Asfari, 15, Al-Huda School, College Park, Md.

Intranasal Insulin Enhances Spatial Memory and Cognitive Adjustment

Tran Minh Hieu, 17, Lam Son High School for the Gifted, Thanh Hoa, Viet Nam

Le Hoang Nhat, 17, Lam Son High School for the Gifted, Thanh Hoa, Viet Nam

continued on page 11



Top row (left to right): Yousuf Asfari, Colter Norick, Colin Norick, Margaret Steiner, Arsh Shah Dilbagi
Bottom row (left to right): Sarah Asfari, Tran Minh Hieu, Le Hoang Nhat, Aansh Shah, Alexandra Garth, Tammy Hughes (APA)

TALK: An AAC Device: Converting Breath Into Speech for the Disabled

Arsh Shah Dilbagi, 17, DAV Public School, Panipat, India

APA was joined by other Special Awards Organizations, including the National Institute on Drug Abuse, National

Institutes of Health and the Friends of NIDA; and Psi Chi, the International Honor Society in Psychology in granting awards to projects focused on psychology and the behavioral social sciences. **PTN**

NEWS FROM CABE

2015 CABE STUDENT PRESENTATION CONTEST WINNERS

The APA Committee on Associate and Baccalaureate Education (CABE) is pleased to announce the winners of the 2015 Student Presentation Contest, which recognizes innovative and high-quality electronic presentations by community college psychology students.

CABE extends thanks and appreciation to the APA Education Directorate. In addition, special thanks go to all the students who participated in the 2015 competition. Join us in congratulating this year's winners and their faculty sponsors:

FIRST PLACE

"Thanks for the Memories"

Paper and Presentation by **Lyndsay N. Smokovitz**
Faculty Sponsor: **Maureen Donegan**, Delta College

SECOND PLACE

"What's in it for me? An Investigation of Sexual Narcissism in Sexual Relationships"

Paper and Presentation by **Nicole Cilona, Lauren Mandilakis, Jessica Olin, Roberta Rodriguez, and Karen Vasquez**

Faculty Sponsor: **Michelle Foust**, Lorain County Community College

THIRD PLACE

"The Competitiveness Differences Between Winners, Losers, and Gender"

Paper and Presentation by **Desirae Revalee**
Faculty Sponsor: **Netta Schroer**, Palomar College

MEET THE 2015 APA TOPSS CHARLES T. BLAIR-BROEKER EXCELLENCE IN TEACHING AWARD RECIPIENTS

INTERVIEWED BY
MICHAEL HAMILTON
2015 TOPSS CHAIR
Hopkinton High School, Hopkinton, MA

This year marked the first year of the TOPSS teaching award under its new title, the “APA TOPSS Charles T. Blair-Broeker Excellence in Teaching Award.” In 2014, the TOPSS Committee renamed the teaching award after Charlie to recognize his contributions to high school psychology and his retirement after nearly four decades of teaching. We had many terrific nominees this year and after reviewing the documents submitted by each nominee, Blair-Broeker relayed the following message to the TOPSS committee:

“Thank you for the privilege of reviewing the nominations for the TOPSS Excellence in Teaching Award. It was a joy to learn that the pool of nominations was so uniformly strong, and I honestly believe that each of these teachers deserves recognition for the impact they have on their students and colleagues...If I had the resources, I would love to visit each of them in their classes and witness their magic in person. I have always been an optimist when it comes to the state of our schools and the potential of our young scholars. That optimism is even stronger as a result of having reviewed these nominations.”

The TOPSS committee strives to honor greatness in the classroom, and the three winners below exemplify what it means to be impactful teachers and consummate professionals. Congratulations to Alan Feldman, Jessica Flitter and Michael Sullivan on being selected as the 2015 APA TOPSS Charles T. Blair-Broeker Excellence in Teaching Award winners.

ALAN FELDMAN, GLEN ROCK HIGH SCHOOL

Alan Feldman describes himself throughout much of his high school career as a mediocre student who was not ranked in the top half of his class (a fact that will shock anyone who knows him!). That changed for him his senior year of high school when he took a sociology class. The teacher of that class inspired him and changed his worldview, marking the beginning of a lifelong quest and love for learning.

Alan began his high school teaching career in 1987. In the time since, he has taught psychology, history, anthropology and mathematics courses. Feldman’s great enthusiasm for psychology is infectious, and his students appreciate his passion for the discipline. A former student wrote, “Every piece



FELDMAN



FLITTER



SULLIVAN

of information was so interesting to him, and that made it seem even more fascinating to me.” Feldman’s colleagues also have great respect for his seemingly unlimited psychological knowledge. Many colleagues around the country would agree that Feldman is more knowledgeable about the discipline than anyone they have ever met.

As an instructor and colleague, Feldman is encouraging, confidence-inspiring and generous. In the letters submitted in support of him, these themes were ever present. One administrator believes Feldman’s success in the classroom stems from his “sincere concern for the students, extensive knowledge of the subject matter and extra efforts to help students understand the material. He spends many long hours helping our students before and after school.” A colleague spoke of Feldman’s kindness, saying, “He is the type of professional who secretly arranges for sandwiches and cookies to be delivered to seniors on the evenings when the students are working late on Spirit Week activities...He cares deeply about the successes of his students and colleagues.”

A colleague describes Feldman as “highly intelligent, wildly dynamic and thoroughly engaging every day.” Those personal attributes have contributed to the Glen Rock AP Psychology program’s having the largest enrollment of any AP class offered at the school. Feldman has had to overcome many restrictions at his school in order to grow the AP program, but his knack for making students feel unique and included has created great student demand for the course.

Another attribute that distinguishes Feldman is his commitment and dedication to mentoring other psychology teachers. Since 1992, Feldman has been a consultant for the College Board, and he spends many weeks every summer preparing new teachers for the AP Psychology course. He has led dozens of the weeklong workshops and touched the lives of hundreds of psychology teachers. Feldman has been able to share his expertise as an invited speaker at numerous summits, symposia and institutes. He has been a reader or table leader at the AP Psychology reading every year since it began in 1992 and is one of only two people in the nation who can claim that. Feldman has published numerous articles and contributed to a great number of ancillary materials for various publishers.

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JESSICA FLITTER, WEST BEND EAST HIGH SCHOOL

Jessica Flitter knew very early on that teaching was her calling. She says, “As a child I would frequently get lost in an imaginative world for hours, teaching my younger sister everything I possibly could.” In high school, Flitter took AP Psychology, and it became even clearer that teaching was in her future when she recognized that she could blend two passions—“learning about how people work and instilling a love for learning in others.” Those early interests and influences have continued to shape Flitter into the outstanding educator she is today.

Flitter has taught AP Psychology throughout her 10-year career. One of the things she most enjoys about teaching is when she “can help students gain a passion for learning and feel empowered when they reach their goals.” Her students recognize the work she puts into helping them flourish. A former student says “she had a way of explaining concepts clearly and concisely while providing relatable examples to make the terms applicable to my everyday life . . . Mrs. Flitter’s passion for and commitment to teaching psychology are second to none.”

Flitter’s letters of support for this award attest to her having clear expectations, ingenuity and charisma in the classroom. One student remarked, “Every day I laughed, learned something, and I was inspired.” Students in her class feel as though they are a cohesive family working toward a goal. “Every day when we entered that classroom and sat down, we were a unit. We supported each other, got along with each other . . . and grew together.”

Among colleagues Flitter is seen as a leader, and the administrators at her school hold her in high regard. An assistant principal wrote, “Simply stated, she is one of the best teachers I have had the pleasure to watch teach. It only took me five minutes of watching Flitter teach to recognize she was a special teacher, and each time I have been in her classroom since has reinforced that belief.”

Flitter has presented at regional workshops and participated in nearly two-dozen conferences and institutes for teaching and learning about psychological science. She continually reaches out to colleagues throughout the country to offer tips and tools to help inform their practice. Flitter has coauthored two editions of *AP Psychology All Access*, a review book published by REA.

MICHAEL SULLIVAN, HOPKINTON HIGH SCHOOL

Michael Sullivan currently teaches at Hopkinton High School in Massachusetts and has taught psychology (among many other subjects) for more than 25 years. Sullivan has started AP Psychology programs in three different school districts, and each time, the course quickly became the most subscribed to elective in the school. At his current school, two-thirds of the senior class typically takes AP Psychology. This inclusive model is commendable and is a testament to Sullivan’s inspiring teaching style. It is also important to note that his students thrive academically. On the AP Psychology exam last year, 108 of the students received a “5” on the national exam. Truly remarkable!

Something Sullivan is most proud of as a teacher is “demonstrating to kids that learning needn’t be painful (though it is effortful), essentially reminding them of the earliest days of their lives when they were overflowing with innocent and perceptive questions and relatively free from predispositions and prejudices.” His style not only turns kids on to psychology but on to learning in general. A former student recalled, “His teaching is so masterful and nuanced that we were often caught by surprise when we realized just how much we had learned.” Colleagues also admire Sullivan’s classroom instruction. A colleague spoke of his teaching ability saying, “He brings everything to life in the classroom and keeps students on the edge of their seats during every session. For the students, Sullivan is truly a once-in-a-lifetime teacher.”

Sullivan is an outspoken leader and influential mentor at his school. Principal Evan Bishop says, “Sullivan is a favorite among students and staff for his sense of humor, caring personality and work ethic . . . His passion for education shines through in all he does.” Members of the staff describe Sullivan as a great leader who makes those around him better. Colleague Mike Wilander said, “I can state without any equivocation that I am a better teacher from having worked with Michael Sullivan, and I suspect that numerous teachers would say the same.” Wilander also said of Sullivan’s teaching, “If ‘aha!’ moments were measurable, I have no doubt that students experience more in Mr. Sullivan’s classroom than anywhere else in the school.” In addition to teaching and mentoring at Hopkinton, Sullivan is involved in other professional development outreach. He helped found and is a yearly presenter at the New England Teachers of Psychology (NE-TOP) workshop. He has also been an invited speaker at numerous local, regional and national psychology conferences.

Congratulations again to these three talented educators. Thank you for all that you have done and continue to do to promote an understanding of and a passion for psychological science. Your tireless, compassionate work to better the lives of your students as well as your generous approach to helping your colleagues thrive make you an inspiration to teachers everywhere. **PTN**

AN EXPANDED UPDATED AND ONLINE CAREER-EXPLORATION RESOURCE FOR PSYCHOLOGY MAJORS

Drew Appleby (from Indiana University–Purdue University Indianapolis) has posted an updated, expanded version of his online career-exploration resource designed to enable psychology students to answer the perennially puzzling question, “What can I do with a bachelor’s degree in psychology?” This resource now consists of more than 2,000 links that psychology majors can use to explore 281 careers they can prepare to enter, which have been organized into 15 broad occupational categories to facilitate searching.

Persons employed in 57 of these careers are psychologists who must hold the appropriate graduate degree. Persons employed in the remaining 224 psychology-related careers (that require the demonstration of psychological knowledge and skills but do not carry the title of psychologist) are divided almost equally into two categories: those that can be entered with a bachelor’s degree and those that require a graduate degree. Faculty, advisors and administrators can use this resource in classes, advising sessions and departmental

websites to help psychology majors begin the process of accomplishing Goal 5: Professional Development, of APA’s Guidelines for the Undergraduate Psychology Major: Version 2.0. This peer-reviewed resource is posted in the Teaching Resources section of the Society for the Teaching of Psychology’s Office of Teaching Resources under the Advising tab and can also be accessed from the reference below.

Appleby, D. C. (2015). *An online career-exploration resource for psychology majors*. Society for the Teaching of Psychology’s Office of Teaching Resources. Retrieved from <http://www.teachpsych.org/Resources/Documents/otrp/resources/appleby15students.docx>

An introduction to this resource written for faculty can be accessed from the following reference.

Appleby, D. C. (2015). *An introduction for faculty to an online career-exploration resource for psychology majors*. Society for the Teaching of Psychology’s Office of Teaching Resources. Retrieved from <http://www.teachpsych.org/Resources/Documents/otrp/resources/appleby15faculty.docx>



NEW TEACHING RESOURCES ON HUMOR

Ruth Ault, director of the Society for the Teaching of Psychology (STP) Office of Teaching Resources in Psychology (OTRP), recently announced a new teaching resource:

“This Class is a Joke! Humor as a Pedagogical Tool in the Teaching of Psychology” (2015) by Dan J. Segrist and Stephen D. A. Hupp (Southern Illinois University Edwardsville). This 31-page annotated bibliography provides a repre-

sentative and relatively comprehensive list of articles, book chapters and books on the use of humor in teaching psychology, including using humor as a teaching tool, on exams and in online teaching, and students’ perceptions of instructor humor. It was supported by an OTRP Instructional Resource Award. You can access it from <http://www.teachpsych.org/page-1603066> under the Classroom Tips tab, or directly at <http://www.teachpsych.org/Resources/Documents/otrp/resources/segrist15.pdf>.



IMPROVING LEARNING

CE CREDITS: 1

IMPROVING LEARNING

“CE Corner” is a quarterly continuing education (CE) article offered by the APA Office of Continuing Education in Psychology (CEP) featured in the *APA Monitor on Psychology*. This feature, written by leading experts in the field of psychology, provides readers with updates on critical developments in psychology culled from peer-reviewed literature.

Psychology teachers may be interested in an article by Arthur C. Graesser, PhD, of the University of Memphis, on Improving Learning as described:

Cognitive science has taught us a lot about how humans learn. Now computer-based learning programs are putting those principles into action and improving student gains. In this article, found in the *APA Monitor on Psychology*, two goals will be accomplished. The first goal is to identify some principles of learning grounded in cognitive science. The second is to describe some advanced learning environments that attempt to weave in these principles and thereby improve education.

Visit <http://www.apa.org/education/ce/1360293.aspx> for more information.



NEWS FROM TOPSS

DON'T FORGET TO VOTE FOR THE NEW TOPSS COMMITTEE OFFICERS

In the 2015 TOPSS Committee election, TOPSS members will have the opportunity to elect three new members to the APA TOPSS Committee.

The APA Election Office will send the 2015 TOPSS officers ballots electronically on Wednesday, Sept. 16, 2015. Those without a functional email address will be sent a paper ballot and copies of the personal statements.

The voting period will be from Sept. 16 to Oct. 30, 2015. The voting site will close at 11:59 p.m. EST, Friday, Oct. 30, 2015. Hard copies of ballots must be received by APA by Oct. 30, 2015. Candidate statements and resumes will be posted to the [TOPSS website](#) by mid-September.



WINNERS OF THE TOPSS SCHOLARS ESSAY COMPETITION

The APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) congratulates the student winners of the 2015 APA TOPSS Competition for High School Psychology Students:

- **Elma Adusei** of Fredericksburg Academy (Fredericksburg, Va.)
- **Alison J. Gold** of Ladue Horton Watkins High School (St. Louis, Mo.)
- **Lavinia Wing Lam Tse** of Oundle School (Oundle, Peterborough, UK)
- **Lucy R. Purnell** of Oundle School (Oundle, Peterborough, UK)

Each student received a \$250 scholarship. Funding was provided by the APA Education Directorate. The 2015 competition question asked students to submit an essay (3,000 words maximum) exploring the neurological, cognitive and social implications of substance abuse. Students were asked to write about one type of substance use (e.g., tobacco, alcohol, cannabinoids, opioids, stimulants or hallucinogens) and a scientifically tested measure for prevention or intervention.

Congratulations to all the winners! The 2016 competition topic will be announced this fall.



“THE TALE OF THE DUELING NEUROSURGEONS: THE HISTORY OF THE HUMAN BRAIN AS REVEALED BY TRUE STORIES OF TRAUMA, MADNESS, AND RECOVERY”

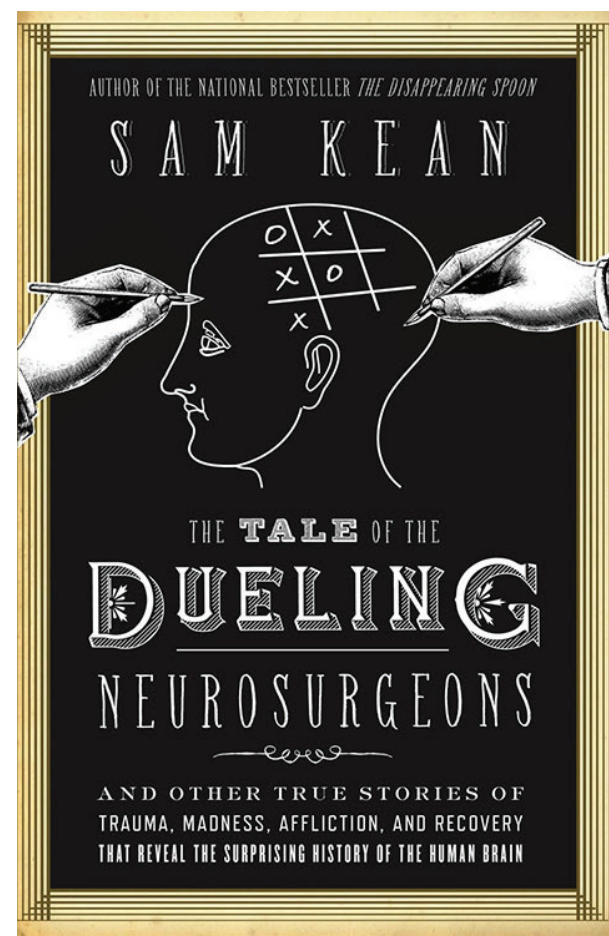
REVIEWED BY: SUE FRANTZ, MA
HIGHLINE COLLEGE

Author: Sam Kean

Publisher: Little, Brown and Company

Copyright year: 2014

ISBN: 978-0-316-18234-8



A compelling storyteller, Sam Kean, in “The Tale of the Dueling Neurosurgeons,” gives us the backstory to most of the major players, both neuroscientists and their unwitting patients, who appear in our Introduction to Psychology textbooks. With each chapter, Kean focuses on a different brain area and the historical figures most associated with that brain area. Kean brings a compassionate lens to these figures, letting the reader see them as fully embodied people, not just as the condition with which they are associated.

Among the familiar characters are Paul Broca and a couple of his patients, Tan and Lelo. Tan, a nickname, as all he could say by the age of 31 was “tan tan,” had a severe lesion in the frontal lobe of his brain. Lelo, a nickname, was what he called himself (and one of only five words he could utter following a stroke), had a small lesion in that same location. With two cases reported, Broca became Europe’s expert on aphasia. Within four years, Broca had conducted autopsies on 25 people with the condition, 24 of whom had damage in that same location. A few years later, Broca moved on to other things, such as studying and determining that an ancient Peruvian skull showed signs of neurosurgery and healing and, more surprisingly, smuggling gold into Versailles when he was in exile in an effort to assist the government. What did Broca die of? A brain hemorrhage.

The story of Henry Molaison (H. M.) begins with a short history of his experience with seizures followed by his being introduced to William Scoville, a surgeon known for being daring (or reckless, depending on one’s point of view). By the 1950s, we still didn’t know much about what the hippocampi did. Because of the connection to other structures in the

limbic system, it was assumed that the hippocampi played a role in emotions. Scoville had removed the hippocampi in a few people with psychosis, but he evidently did not do much, if any, follow up with them. Scoville convinced H. M. to have the surgery done. Desperate to reduce his seizures, H. M. agreed. Following surgery, when it was clear that H. M.’s memory was dramatically changed, Scoville contacted Wilder Penfield, another neurosurgeon who had experience with the hippocampus. Penfield sent a grad student, Brenda Milner, to visit with H. M., thereby starting a research partnership that would last for decades. Molaison and Milner have told us much about memory and consciousness.

Do you want the full story on Phineas Gage? Or how split-brain surgery came to be? Or who gave us the first insights into synesthesia? Or phantom sensations? Or Woodrow Wilson’s experience with hemispatial neglect? Kean takes us there.

Sam Kean also introduces us to some people or conditions a reader may not be familiar with.

A person known to science as S. M. has the rare Urbach-Wiethe disease, a disease that destroys the amygdala. The end result is that S. M. has no fear. As Kean writes, “Studies involving S. M. are actually a hoot to read, since they basically consist of scientists dreaming up ever-more-elaborate ways to scare her.” Think snakes, haunted houses, and horror movies. All led to interest but not fear. Other emotions, such as sadness and disgust, are fully present for her; it is only fear that is missing. In real-life situations when her life has been in danger, she reacted without fear. Her descriptions of those events are also devoid of any expression of fear.

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When Kean came through my hometown on his book tour for this book, I asked him what, in doing research for this book, made him stop short to ask himself “Wait. What?” For him it was the split-brain research. I can see that. To see for the first time each hemisphere doing its own thing is jarring. For me, after talking about this research year after year, it doesn’t hold the fascination it once did.

But Kean did uncover something that brought me up short with my own “Wait. What?” experience.

Living in Vancouver, BC, are Tatiana and Krista, conjoined twins born in 2006 who share a thalamus. This means shared sensation and shared consciousness. Having shared sensation with another person makes for some awkward situations. Whatever one experiences, so does the other. When Krista eats ketchup, Tatiana tastes it, which is problematic because Tatiana does not like ketchup. Like all siblings, Krista and Tatiana do not always get along. If Tatiana slaps Krista in the face, Tatiana will grab her own face in pain. How do we know

they share a consciousness as well as sensation? “They often speak simultaneously, like two stereo speakers.”

This is one of those books that will have you calling out to anyone within shouting distance, “Hey, listen to this!” If you teach psychology, have your sticky notes handy. You will want to mark pages for content to add to your lectures for next term. Don’t skip the endnotes; there is a wealth of fascinating information in there!

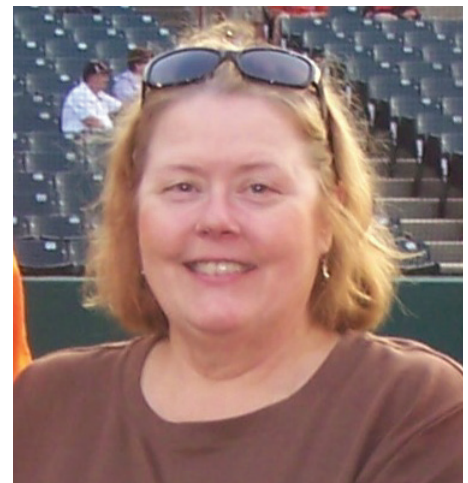
“Perhaps even more important than the science, these stories enrich our understanding of the human condition.” **PTN**

NEWS FROM CABA

2015 AWARD FOR EXCELLENCE IN THE SCHOLARSHIP OF TEACHING AND LEARNING AT A TWO-YEAR COLLEGE OR CAMPUS

The APA Committee on Associate and Baccalaureate Education (CABA) selected **Diane Finley, PhD**, of Prince George’s Community College in Largo, MD, as the recipient of the CABA Award for Excellence in the Scholarship of Teaching and Learning at a Two-Year College or Campus. This national award recognizes the important contributions of psychology teachers at two-year institutions. Dr. Finley received a \$1,000 award, an engraved Jefferson cup and a

complimentary PT@CC membership renewal for 2016. A press release on Dr. Finley appears on the APA website at <http://www.apa.org/news/press/releases/index.aspx>.





FUN AND QUICK IDEAS

As psychology teachers, we are always looking for fun and quick ideas that can be incorporated into our classrooms. Please feel free to submit ideas to **Amy Ramponi** of Kimberly High School, Kimberly, Wis., at amyramponi@gmail.com, and we will add a couple in future issues.

FROM JESSICA FLITTER, WEST BEND EAST HIGH SCHOOL (WEST BEND, WI)

Start class with a short and active review. Create a Power-Point program with separate terms in six squares that form a pyramid and are animated to appear in order. Mix it up by using current terms or make it cumulative. I start with easier terms and then make it more challenging. Next, select the participants. I assign each student a number and then pull two numbers from a small gift bag. They stand with their backs to the screen and face a different half of the classroom

to receive clues from their peers. The class cannot say any part of the term, it rhymes with, it starts with, etc. If a rule is broken, time is called and no more points can be earned. The two students work as a team, and the competition is between classes to take a little pressure off students. Set a timer for 2-3 minutes and start on the first square. After one of the students gets the term, advance to the second square and so on. If the students can get through four terms in two minutes, they earn four points. I keep a running total on the board between the classes. When we're done I quickly explain all six terms. A little review early in the year can really pay off, and my students love it.

NEWS FROM CABE

CABE TEACHING RESOURCES AWARD WINNERS

The APA Committee on Associate and Baccalaureate Education (CABE) is pleased to announce the winners of the 2015 Teaching Resources Awards.

Developed as a means to recognize and encourage sharing of high-quality instructional techniques, the contest guidelines invited community college instructors to submit an original demonstration, an individual or group class activity, an interactive teaching/learning module or other pedagogy designed to illustrate a psychological concept or theory.

CABE extends thanks and appreciation to the APA Education Directorate for support of the Teaching Resources Awards. Join us in congratulating this year's winners!

TIED FOR FIRST PLACE

Correlational Designs

Andrea M. Macari, PhD

Suffolk County Community College (New York)

Freud on Facebook

Cari Stevenson, PhD candidate

Kankakee Community College (Illinois)

These teaching resources are posted on the APA website at <http://www.apa.org/ed/precollege/undergrad/ptacc/teaching-awards.aspx>.

ATLANTIC COAST TEACHING OF PSYCHOLOGY CONFERENCE (ACTOP)

<http://www.actop.org/>
September 18-19, 2015
Red Bank, NJ

Join us for a weekend on the Jersey Shore to share ideas and techniques for engaging students in psychology. Key-note speakers include Dr. Elizabeth Yost Hammer and Dr. Bryan Saville.

NORTHEAST CONFERENCE FOR TEACHERS OF PSYCHOLOGY (NECTOP)

October 9, 2015
Fitchburg State University
Fitchburg, Massachusetts

NECTOP will be held in conjunction with the annual meeting of the New England Psychological Association. For more information, go to <http://www.newenglandpsychological.org/>.

NATIONAL INSTITUTE ON THE TEACHING OF PSYCHOLOGY (NITOP)

January 3-6, 2016 (Sunday through Wednesday)
TradeWinds Island Grand Hotel
St. Pete Beach, Fla.

The conference program includes four morning workshops on the first day, three poster sessions, three participant idea exchanges, social hours, book and software displays and 30 featured speakers, well known for their excellence in teaching psychology. The conference fee for registrations received by **November 15** is \$545 and also includes buffet breakfasts and lunches, refreshments at coffee breaks and poster sessions and an evening reception. Registration is limited to 375 participants; early registration is highly recommended.

For more information, contact Joanne Fetzner (email jfetzner@illinois.edu) or visit the NITOP website at <http://www.nitop.org>.

14TH STP ANNUAL CONFERENCE ON TEACHING (ACT)

The Society for the Teaching of Psychology is excited to announce the 14th Annual Conference on Teaching (ACT) on October 16 and 17, 2015, at the Courtyard by Marriott Atlanta Decatur. The program is filled with opportunities for participants to learn about cutting-edge pedagogical research, acquire new teaching tips and resources and connect with colleagues who care about teaching. This year's conference features keynote addresses by Nadine Kaslow, Beth Morling and Gregory Privitera. The program also includes symposia, a poster session and a general session in which participants share their favorite teaching activity or demonstration.

For more information about the conference, please visit the conference website at <http://teachpsych.org/conferences/act.php>.

MIDATLANTIC TEACHING OF PSYCHOLOGY CONFERENCE (MATOP)

October 23, 2015
Prince George's Community College
Largo, Md.

The MATOP conference brings together teachers of psychology from universities, two and four-year colleges and high schools who wish to enhance their teaching of psychology and expand their teaching skills through workshops, lectures and participant idea exchanges on successful teaching strategies and techniques. In addition, MATOP fosters the development of valuable teacher networks that further strengthen the continued support of good teaching and professional fellowship. Dr. Beth Morling, University of Delaware, will deliver the keynote on this year's theme - "Applying Psychology." Dr. Morling is a nationally known scholar on teaching research methods and is the co-editor of the Society for the Teaching of Psychology's "How I Teach" blog. For more information, contact Diane Finley at finleydl@pgcc.edu.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS) CONFERENCE

November 13-15, 2015
New Orleans Ernest N. Morial Convention Center
900 Convention Center Blvd.
New Orleans, La.

More information about the NCSS Conference is available online at <http://www.socialstudies.org/conference>.